R E P O R T R E S U M E S

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A LIST OF VIDEO MATERIALS FOR TEACHER EDUCATION, PRODUCED IN CONNECTION WITH THE MULTI-STATE TEACHER EDUCATION PROJECT.
UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY

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THIS IS AN ANNOTATED LIST OF SOUND FILMS, VIDEOTAPES, AND KINESCOPES CONCERNED WITH LESSON PLANNING AND CLASS OBSERVATIONS. THE FILMS AND KINESCOPES ARE LOANED FREE. VIDEOTAPES ARE DUBBED IN FOR A NOMINAL FEE. (MF)

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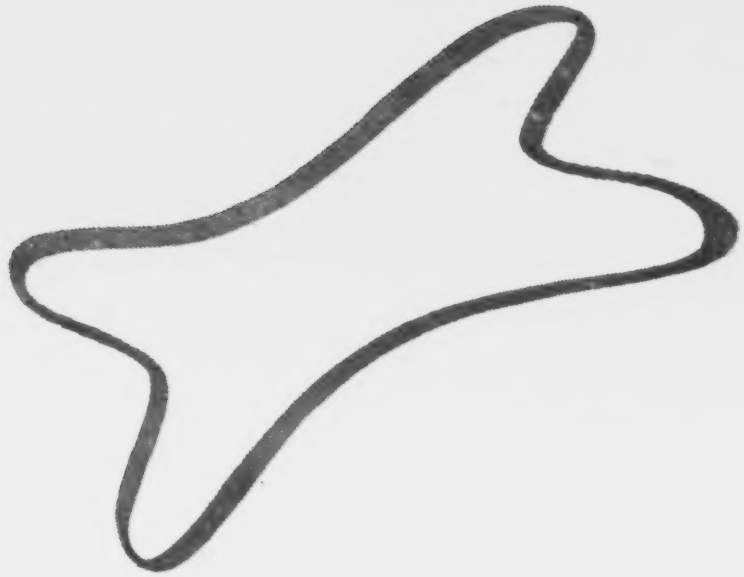
M-STEP

A LIST OF VIDEO MATERIALS FOR TEACHER EDUCATION



UTAH STATE BOARD OF EDUCATION

DECEMBER 1967

A List of

VIDEO MATERIALS

FOR TEACHER EDUCATION

Produced in Connection With

THE MULTI-STATE

TEACHER EDUCATION PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Available from

The Utah State Board of Education
T.H. Bell, Superintendent
Division of Teacher Personnel
N. Blaine Winters, Administrator
Vere A. McHenry, M-STEP Coordinator
1300 University Club Building
Salt Lake City, Utah 84111

EM 006 154

The following video materials produced in connection with the Multi-State Teacher Education Project are currently available from the Utah State Board of Education. These materials are coded as to type as follows:

F - 16 mm sound film

V 1/2 - 1/2" concord videotape

V1 - 1" Ampex videotape

V2 - 2" quadraplex videotape

K - 16 mm sound kinescope

If the item is available in more than one form, each is indicated. For example, if a program were originally produced on 2" quadraplex videotape and later dubbed to 1" videotape and kinescoped, it would be coded V2, V1, K. Running time of each tape or film is also shown.

If copies of any of the videotapes are desired, it is suggested that blank tapes of appropriate size and length be provided. A nominal dubbing charge will be the only additional cost. This amounts to approximately $10.00 per hour of dubbing time.

Films and kinescopes will be loaned free on an availability basis for periods up to two weeks. The borrower will be responsible for return postage and insurance.

Direct all requests to Dr. Vere A. McHenry, Utah M-Step Coordinator, Utah State Board of Education, University Club Building, Salt Lake City, Utah 84111. Please refer to materials by number and title.

November 1967

1. <u>The Use of Audio-Visual Media in the Improvement of Student Teaching and Related Experiences</u>. (K); 45 minutes.	L.O. Andrews and F.R. Cyphert of the Ohio State University discuss new media in teacher education for the M-STEP Conference at Park City, Utah, July 1966.
2. <u>Student Teaching Centers</u>. (V1); 16 minutes.	Asahel D. Woodruff, former Dean of the College of Education, University of Utah, discusses the Student Teaching Center concept as it has been developed at the University of Utah.
3. <u>Student Teaching Centers at the University of Utah</u>. (F); 27 minutes.	Characteristics and operation of student teaching centers described in the day-to-day activities of the individuals involved. Three typical centers are shown, two at elementary and one at secondary level.
4. <u>Undergraduate Teaching Internships</u>. (V1); 20 minutes.	A panel of college and public school personnel discuss the relative merits and demerits of undergraduate internship programs at Brigham Young University at both elementary and secondary levels. With an introduction and summary by Dr. Stephen L. Alley, Chairman of the Department of Teacher Education at BYU.
5. <u>Student Teaching Block Programs</u>. (V1); 20 minutes.	Dr. John Haas discusses the professional block in social studies education at the secondary level as instituted at Utah State University. The objectives of the program are (1) to integrate methods instruction with student teaching, (2) to provide continuity of instruction in the terminal stages of teacher preparation, and (3) to experiment with block-time, varied size classes, and team teaching in teacher education.

6. Micro-teaching at BYU.
(V2, V1, K); 30 minutes.

Current use of micro-teaching as a technique in teacher education at Brigham Young University is discussed and demonstrated.

7. Model Student Teacher Behavior.
(V1); 60 minutes.

Eight micro-teaching episodes illustrating various abilities a teacher should possess to be effective in the classroom, including concept teaching (oral and non-oral) and inquiry training.

8. Methods of Evaluating Micro-Teaching Sessions.
(V1); 30 minutes.

Hugh Baird and Lyal Holder discuss various ways of critiquing micro-teaching sessions. Student teachers share their reactions to micro-teaching sessions which they have just concluded.

9. The Father Image.
(V 1/2, V1); 20 minutes.

Briefly follows the activities of two teachers in the classroom and one outside the class in pointing out the challenge and opportunity for men in the elementary school.

10. Misfits.
(V 1/2, V1); 17 minutes.

Takes a look at five students, each representing a type of junior high school adjustment problem, and points out how an activity program in art helps these students overcome their personal difficulty.

11. Who's Responsible?
(V 1/2, V1); 18 minutes.

Shows three segments, one from kindergarten, one from first, and one from second grade where students are very busy, conducting learning experiences mostly on their own motivation.

12. How Do I Teach This Lesson?
(V 1/2, V1); 19 minutes.

Emphasizes that there are many ways to teach a lesson and that the method for a particular lesson should be selected on the basis of four evaluative points. Junior

High social studies provides the subject matter background.

13. Helping Each Other. (V 1/2, V1); 16 minutes.

Emphasizes how students learn when they help each other. Has a brief bit from a befcre-school math class in the first grade, but the majority of the tape follows work in a third grade reading session.

14. Teaching Language Arts In The First Grade - Part I. (V 1/2, V1); 25 minutes.

Shows first grade pupils involved in practical language situations. First, with the teacher acting as a scribe, they compose an attendance chart. After the chart is finished, the children read it together, picking out interesting words and sounds. Later two of the children prepare a weather chart which they share with their peers.

15. Teaching Language Arts In The First Grade - Part II. (V 1/2, V1); 25 minutes.

Additional language arts activities in the same first-grade classroom. The children read the door chart, check a job chart to see if they have been assigned tasks for the day, sign-up for school lunch, read from books, write news stories about themselves which they share with their classmates, and finally read poetry together while eating their mid-morning lunch.

16. Creativity. (V 1/2, V1); 21 minutes.

Five teachers in the public schools who spent one year working together to examine creativity in teaching. Discuss the results of their work together and their problems and successes.

17. Elementary Student Teaching-Planning, Teaching And Evaluating. (V 1/2, V1); 21 minutes.

The student teacher is shown planning and evaluating with her cooperating teacher in a kindergarten where the opening activities of the day and arithmetic readiness

skills are presented and taught.

18. Secondary Student Teaching-Planning,Teaching And Evaluating A Lesson,
(V 1/2, V1); 16 minutes.

A secondary student teacher is shown planning a lesson, teaching the lesson in math at senior high school level and evaluating the results with the cooperating teacher.

19. How To Teach A Skill.
(V 1/2, V1); 20 minutes.

A skill lesson plan is developed and used in a teaching situation. The subject matter is Mouth-to-Mouth resuscitation and is designed to help prospective teachers learn how to teach a skill.

20. Practical Arithmetic Experiences In The Primary Grades.
(V 1/2, V1); 27 minutes.

A skilled primary grade teacher uses the mid-morning lunch program as a focal point for many practical experiences in arithmetic.

21. Application of A Concept.
(V 1/2, V1); 27 minutes.

The culminating activities of a unit in speech taught by a student teacher are used to demonstrate how ideas learned and understood can be transferred into living experiences within the classroom.

22. A Beginning Teacher's First Day.
(F); 18 minutes.

The observation focuses on a beginning teacher on the opening day of school. The film shows the orientation procedure for new teachers and leads up to a few scenes from a somewhat typical first day. Pupils are shown in a total group reading situation, coloring a picture of a clown, and pinning their pictures over their names on the bulletin board.

23. A High School Teacher On The Opening Day of School.
(F); 10 minutes.

The short sequence includes part of the orientation of a class of Psychology students on the opening

day of school. The teacher discusses the textbook and supplemental materials, general format of the course, and grading.

24. Teaching In A Rural Elementary School, (V2, V1, K); 30 minutes.

An unstructured observation in a small rural school in Wasatch County, Utah. The teacher directs her fourth-grade students in a Language Arts experience in which they learn proper ways to introduce one to another and to a group. She also demonstrates a method of teaching a new song to her group.

25. Teaching In An Urban Elementary School, (V2, V1, K); 30 minutes.

This unstructured observation focuses on a teacher working with a group of 16 second and third graders in an attempt to teach and reinforce basic arithmetic concepts. She uses chairs to illustrate the number line and directs students to move up and down the line to develop insight into addition and subtraction.

26. Teaching In A Rural Secondary School. (F); 22 minutes.

This unstructured observation features a teacher directing a review of forces and vectors with a class of twelfth-grade physics students.

27. Teaching In An Urban High School. (V2, V1, K); 30 minutes.

This unstructured observation shows a teacher developing theorems for the use of exponents with a class of second-year algebra students.

28. Teaching In A Non-Graded High School. (V2, V1, K); 30 minutes.

An unstructured observation in a small rural high school in south-central Utah. Tenth, eleventh, and twelfth grade students are integrated into various classes which are arranged on a 90-minute schedule. Following a brief consideration of significant current news

events, the teacher directs his class in the consideration of material relevant to a newly introduced unit on The Family.

29. Pre-Kindergarten Education.
(V2, V1, F); 30 minutes.

Fifteen 4-year old children, in an early admissions program, are shown being exposed to experiences designed to prepare them for entry into the more formal environment of the Kindergarten next year. A bilingual classroom assistant, Mrs. Esther Hernandez, helps many of the Spanish-American children to verbalize ideas. Other adults shown are parents who volunteered to assist with the group.

30. Teaching In A Two-Room Rural School.
(F); 22 minutes.

This unstructured observation opens with the primary grade teacher conducting a health inspection. It shows how the dividing door is closed to form the two classrooms and then focuses on the other teacher working with the older students (grades 5-8) in arithmetic and social studies. Total enrollment of the school is 19 of which seven are Goshute Indian children.

31. Teaching In An Integrated School.
(F); 25 minutes.

This unstructured observation shows Navajo and Ute Indian children as they have been integrated into the public school system of San Juan County. The teacher directs his class through one or two basic number experiences and then into an activity period involving individualized project work.

32. Teaching In A Continuous Progress School.
(V2, V1, K); 33 minutes.

This unstructured observation consists of two separate sequences, one at first and the other at fourth grade level. The first sequence

focuses on a teacher working with a group of first grade students in an experience approach to teaching reading. The second sequence shows another teacher working with sixth grade students in developing and reinforcing mathematics concepts. Students are shown in various kinds of individual study situations.

33. Team Teaching In First Grade. (V2, V1, K); 30 minutes.

This unstructured observation was produced with the cooperation of the Weber County Exemplary Team Teaching Center. The sequence shows one member of the three-teacher team directing an experience with numbers with the total group of 90 first graders. The group divides into small groups for more intensive instruction, and the camera focuses on another of the team members. After a brief exposure to the small group situation, the entire class is shown, planning the baking of pumpkin pies. The experience has been designed to bring out fundamental economic concepts such as the division of labor. The final sequence focuses on the third teacher as she demonstrates making stick figures with cut-out paper pumpkin heads.

34. Team Teaching In Junior High School. (V2, V1, K); 30 minutes.

This unstructured observation was produced with the cooperation of the Weber County Exemplary Team Teaching Center. Following an introduction by the principal, the sequence shows one of the team members playing a leading role in a large-group instructional situation. An attempt is being made to motivate students for an activity involving retold stories. The class is then divided into smaller study

sections, one group of sixty students preparing to retell a story they have selected and read while another group works with three teachers in paragraph writing. A small group uses the stage area to practice retelling their stories.

35. Team Teaching In The Secondary School. (V2, V1); 27 minutes.

This is a structured presentation which uses the introduction of a new student and his parents to a team teaching program to explain the rationale behind team teaching and some of the basic elements of the system. Scenes show students in a resource center seminar and small group activity, individual study projects, and teacher planning sessions. The primary goals of team teaching are identified as: efficient utilization and professionalization of staff, individualization of instruction, and making the student feel personally responsible for his own learning.

36. Lesson Planning. Is It Necessary? (V1); 30 minutes.

This South Carolina M-STEP video tape shows a class of student teachers discussing with their professor their findings on the importance of a lesson plan in light of their recent firsthand classroom experiences.

37. The Teaching Unit. (V1); 30 minutes.

This South Carolina M-STEP video tape is a post-directed classroom discussion between student teachers and their professor. The students have just completed their student teaching experience and are relating the principles of the teaching unit to their work as student teachers.

38. Evaluation in Student Teaching. (V2, V1); 30 minutes.

This tape developed by South Carolina M-STEP illustrates a form of self-evaluation employed by student teachers as a culmination of experiences gained by each through the use of a Pupil Inventory form. The

student teachers discuss the problems they encountered and evaluate their performance in solving these problems.

39. Using Television in Teacher Education.
(V1); 60 minutes.

Developed by South Carolina M-STEP to illustrate ten use categories for television in teacher education. Shows practical utilization possibilities in the preparation and in-service education of teachers and in the daily teaching tasks of the full-time teacher.

40. Empathy in Student Teaching: Its Relation to Learning. Parts I and II.
(V1); 30 minutes (each part).

A South Carolina M-STEP production showing complete teaching lessons and segments of lessons prepared and presented by student teachers.

41. Vitalize Your Teaching Through The Use of Media.
(V1); 30 minutes.

A tape produced by South Carolina M-STEP and Bob Jones University. Showing the impact that can be made by the effective utilization of audio-visual materials in teaching.

42. A Day In The Life Of An Intern.
(V1); 30 minutes.

A South Carolina M-STEP production showing some of the significant activities of an intern teacher. The intern featured is involved in a pilot project designed to prepare National Teacher Corps interns for successful teaching careers.